Designed by Pioneer Federation 2026

Updated: October 2026

Pioneer Federation Development Plan (FDP) '2026-2027'

Federation Development Key Priorities Summary '26-27'

1. Leadership & Governance

1.1 – Update Pioneer Federation Vision & Values: Update the Pioneer Vision and Values to reflect the federation's rapid expansion & collaborative spirit.

1.2 –Implement and embed the new 9-school, 3-cluster committee model for Leadership & Governance, ensuring that all schools are represented and that their strengths/developments are supported and challenged by Pioneer governance. PF FGB - ***Evaluate Danehill Partnership.***

1.3 – Strengthen Pioneer Federation Communications: Promote the Pioneer Federation brand and strategy across all stakeholder groups to build clear shared understanding of federated strengths, priorities, and key initiatives. To include Termly Pioneer Federation newsletters.

1.4 – Roll Out Year1 of Pioneer 9-Year Strategic Plan: Strategic Plan focused on "Developing Excellence for All", maintaining the highest standards in Quality of Education (Q/E) and enrichment opportunities.

2: Curriculum, Teaching & Achievement

2.1 –Implement & embed the new streamlined Pioneer curriculum across all federation schools. Ensure clear accountability for SLT and teachers regarding curriculum delivery, while allowing for appropriate adaptations at both the classroom and individual school levels. (Pioneer Curriculum)

2.2 – Establish the new 3-Cluster Subject Leadership Model to ensure all teachers are supported and held accountable for subject-specific Quality of Education at both cluster and federation levels. This includes introducing individualised subject book expectations. *Some PF Sch KS2 Maths as focus SDPs 26/27 – see chart p.4. Increasing PF KS2 GDS focus 26/27.*

2.3 –Embed Pioneer Arbor Assessment systems across all schools, enabling teachers to effectively use federation-wide assessment data to evaluate and improve pupil outcomes. This includes introducing NFER scale score tracking across KS2, to support calibration of Pioneer teacher assessment judgements.

2.4 – Standardise Pioneer Lesson Learning Objective (LOs) Expectations: Ensure consistency of expectations across Pioneer schools for smart measurable lesson LOs, standardising associated terminology and linked pupil book-marking procedures.

2.5 – Introduce CUSP Reading at Pioneer Key Stage 2: CUSP Reading across Pioneer schools to build a more systematic and progressive approach to group reading at KS2, with clear reading skills progression.

3: Behaviour and Attendance

- Embed Updated Pioneer Behaviour and Restrictive Intervention Policies: Ensure all staff receive appropriate training and fully understand: Updated ESCC therapeutic approaches. Legal & Procedural Expectations- interventions, suspensions, and permanent exclusions. Including - standardised behaviour recording systems -enabling analysis of trends & needs.

4: Personal Development and Well-Being

4.1- Implement the *'myHappymind'* programme across all Pioneer Federation schools. This whole-school, neuroscience-grounded approach provides children with lifelong skills to regulate emotions, build resilience, and strengthen self-esteem.

4.2 - Establish Pioneer Performing Arts (PA) Specialism by identifying talent within individual schools and centralising a federated PA strategy. The goal is to gain regional recognition for Pioneer as a specialist performing arts federation.

4.3 - Complete the DfE Enrichment Framework across all Pioneer schools to systematically design, deliver, and document a high-quality enrichment offer for all Pioneer pupils.

4.4- Sustainability & Climate Action: Implement sustainability initiatives—including **'Let's Go Zero'**—across all federation schools. School and federation Climate Change Action Plans will explicitly document how we measure carbon footprints, set reduction targets, embed sustainability into the curriculum, and adapt to climate change while empowering pupils.

4.5 - Healthier School Lunches Trial (Relish): monitor and evaluate the **Healthier School Lunches** initiative (in partnership with *Relish*) at Stonegate Primary School. Evaluate its impact to inform a potential roll-out as a federation-wide practice starting in September 2027.

5: Inclusion

5.1 - Pioneer SEND & Inclusion Team: Establish the new **Pioneer SEND & Inclusion Team**, led by a Pioneer Inclusion Lead alongside 3 SENCOs & 3 HT sharing SENCO responsibilities for day-to-day delivery. This structure will deliver a cohesive, centralised SEND strategy across the federation through enhanced SENCO training and practical support. Key actions include: Updating federation SEND policies. Defining and embedding a clear **Pioneer Inclusion Vision Statement** that details expectations for each school.

5.2 - Federation & Individual *'DfE Inclusion Strategies'*: Complete comprehensive Inclusion Strategy documents for each school and the Pioneer Federation by **31st December 2026**. Publish clear documentation on school websites detailing how funding is allocated to remove barriers to learning and to provide targeted support to pupils with Special Educational Needs and Disabilities (SEND).

5.3 - Whole Education SEND Initiative: Participate in the **Whole Education SEND Initiative** (*Ashdown Alliance*). A bespoke piece of work to support strategic planning for SEND in each school, and a framework to share best practice, collaborate across schools, and elevate inclusive teaching strategy

5.4 - Pioneer SEND Inclusion Base Concept: Establish a steering group to research and define the concept for a potential **Pioneer Inclusion Base**. The group will visit and evaluate strong existing models—such as Chailey School—to draw on proven best practice in East Sussex.

6: Early Years

- Pioneer EYFS Curriculum Steering Group & Leadership PF EYFS Strategy: Establish a dedicated **EYFS Curriculum Steering Group** to drive curriculum development independently from termly EYFS Cohort meetings. Following 25-26 streamlining process, key priorities for the group will include: **2-Year Cycle Review:** Evaluate the necessity of a 2-year EYFS curriculum cycle by comparing the current Pioneer Federation (PF) curriculum with Stonegate's existing 2-year model, exploring opportunities to align and combine them effectively.

7: Safeguarding

- Pioneer Exemplary Safeguarding Practice- establish Pioneer Federation as a recognised Local Authority (LA) model for exemplary safeguarding systems and procedures. Under this strategy, the Federation Lead DSLs will provide SLA peer support and guidance to other LA schools and contribute to Local Authority training initiatives where needed.

8. Church Schools Development

- Pioneer Spiritual Curriculum Intent. Map Spiritual Progression across PF Curriculum intent & Establish a unified approach to **spiritual development across the federation**, led by Alice Briley (Cluster Lead Headteacher Specialism Area).

*In collaboration with the Diocese/ DPOs, the Pioneer Federation will: **Map Spiritual Progression-** clearly define and map spiritual progression across the federation curriculum. **Intentional Reflection:** Build purposeful, structured opportunities for spiritual reflection directly into learning units across all key stages.*

This FDP provides an overview of the joint strategic development plans for all Pioneer Schools from September 2026 to July 2027.

Each Pioneer school then also has their own SDP and SEF.

Both this 'FDP 'and each 'school individualised SDP/SEF' should be referenced when evaluating Pioneer schools.

Key to Colours	
Green text:	These criteria are fully met
Turquoise text:	Evidence for statements
Amber text:	These criteria are partly met

Context and Characteristics of Pioneer Federation

Pioneer Federation: Overview & Growth

- **Development & History:** Pioneer Federation has been evolving since 2012 (see our growth timeline).
- **Structure & School Types:** The Federation consists of **8 Primary schools** and **1 Partnership school**, featuring a mix of Church (Voluntary Aided and Voluntary Controlled) and Community schools.
- **Member Schools: Established Federation Members:** East Hoathly (2012), Chiddingly (2014), St Mary the Virgin (2017), and Park Mead (2020). **Recent & Upcoming Additions:** Nutley & Groombridge St Thomas (Partnership 2024–25; joined formally Sept 2025), Framfield & Stonegate (Partnership 2025–26; joined formally Sept 2026), and Danehill (Partnership 2026–27).
- **School Context & Class Organisation:** All member schools are small, rural primary schools with Number on Roll (NOR) under 130 and mixed-age classes structured into four phases: **EYFS:** Year R **KS1:** Years 1 & 2 **LKS2:** Years 3 & 4 **UKS2:** Years 5 & 6

Collaborative Curriculum Model

- **Shared Framework:** Developed collaboratively over nine years (2017–2026), the shared mixed-age Pioneer curriculum provides a strong foundation while allowing each school to adapt learning to its local context (learn more about our curriculum model).
- **Planning & Delivery:**
  - **Subject Overviews & Medium-Term Plans (MTPs):** Pioneer Subject Leaders create Subject Overviews & termly MTPs from broad curriculum overviews.
  - **Cross-School Collaboration:** Teachers plan together in Phase/Cohort groups across schools using the MTPs.
  - **Classroom Adaptation:** Individual teachers adapt final planning and resources at the point of delivery to suit their specific classroom needs.
- **Continuous Improvement:** Streamlined across the Federation in 2025–26 to enhance clarity of skills/knowledge and ensure progressive learning across cohorts.

Inspection & Quality Assurance

All Pioneer schools are rated **Expected Standard / Strong / Good+** by Ofsted/LA and **Outstanding / Judgement 1** by SIAMS. Key strengths cited include strong curriculum design, effective implementation, and high-impact federated collaboration: *"Staff and pupils at Pioneer schools benefit from very effective collaborative working across the federation of schools."*

- **East Hoathly (Ofsted & SIAMS, June 2024):** Highlighted an *"ambitious, inclusive and well-designed curriculum"* where disadvantaged and vulnerable pupils are nurtured, supported by effective cross-federation collaboration.
- **Chiddingly (Ofsted, October 2024):** Noted that *"adaptations to curriculum delivery and environment effectively support all learners"* alongside strong teacher subject knowledge.
- **Park Mead (Ofsted, November 2024):** Commended the skilful collaboration between school and Federation to build an ambitious, clearly sequenced curriculum that builds on prior learning.
- **St Mary the Virgin (Ofsted, May 2025):** Praised the engaging, well-sequenced curriculum, shared teacher workload, high-quality training, and collaborative reviews of pupil impact.
- **Nutley (Ofsted & SIAMS January 2026):** Emphasised how Federation collaboration strengthens curriculum delivery, boosts subject knowledge, and enhances provision for pupils with SEND.

Leadership & Governance Structure

The Pioneer Federation leadership model has evolved alongside its growth to support staff and ensure high standards:

- **Executive Leadership:** Executive Headteacher (James Procter) across all Pioneer schools, alongside a mix of Headteachers and Heads of School. PF Inclusion/SENCO Lead and Lead SBM.
- **Geographic Clusters:** Schools are organised into 3 regional clusters: **Weald**, **Downs**, and **Ashdown**.
  - **Key Leadership Roles: 3 Cluster Lead Headteachers** overseeing regional performance. **5 Phase Leaders** (EYFS, KS1, LKS2, UKS2) directing joint planning and cohort management. **Pioneer Cohort Mentors & Moderators** supporting teaching, learning, and assessment accuracy. **Senior Teachers** working alongside Heads in individual schools. **Shared Subject Leadership** integrated both within and across clusters.
  - **Governance:** 19 member FGB & 3 Cluster Committees. https://pioneerfederation.co.uk/about-the-governors/

Federation School Contextual Data *(see individual school SDP/SEF for specific school contextual information)*

Total Number on roll	No./% Boy/Girl	Total No./% Pupil Premium	No./% SEND	No./% EAL	Number of CLA
Pioneer Federation Total NOR 706	**Boys-367, 52% Girls -339, 48%**	**73/706 10.3%**	**130/706 18%**	**15/706 2.1%**	**7/706 0.9%**
Chiddingly Primary - 102	Boys – 41 Girls - 47	12/102 12%	19/102 19%	1/102	1/102
Park Mead Primary- 91	Boys - 48 / Girls - 43	14 / 91- 15.7%	19 / 91 - 20%	1/91- 1.1%	0/91
East Hoathly Primary- 69	Boys 40 (59%) Girls 27 (41%)	5 /67 7%	16 / 24%	4 / 6%	1
St Mary Hartfield Primary- 73	Boys 44 (60%) Girls 29 (39%)	9 / 12%	19 / 25%	1 / 1%	4 / 5%
Groombridge Primary- 97	B -54 56%/ G- 43 44%	6 / 6.1%	17 /17.5%	0 / 0%	0
Nutley Primary- 56	29 / 51.8% boys 27 / 48.2% girls	6/10.7%	6/10.5%	1/ 1.8%	0
Framfield Primary - 72	Boys 39 (54%) Girls 33 (46%)	8/11%	9/13%	5/7%	1/72
Stonegate Primary - 99	Boys: 47 (47%) Girls: 52 (52%)	12/99 : 12%	15/99: 15%	1/99: 1%	0
Danehill Primary Partnership- 47	B25/47 G22/47 53.2% / 46.8%	9/19%	10/21% incl 2 EHCP	1/2%	0

Progress since Previous Inspections

Common Areas for Improvement from Ofsted for all Pioneer Schools	Progress since previous inspection
EH (June 24), CP (Nov 24), PM (Oct 24), SMV (May 25) all have had Ofsted Inspections '24-25'. Common area development was the development and embedding of **adaptive teaching approaches**: ➢ **EH & CP Oct 24:** *In a small number of subjects, pupils do not have opportunities to deepen their understanding and move on to more complex work. This means that they are not gaining depth and breadth of knowledge in these subjects. The school should support teachers to design activities that are* ***adapted expertly*** *for mixed-age classes.* ➢ **PM Nov 24:** *'At times, teachers' checking of what pupils know and can do does not sharply identify the knowledge, gaps and misconceptions that pupils have. As a result,* ***the adaptions that teachers make to meet pupils' emerging needs do not have as much impact as they could.*** *The school should ensure that staff routinely and precisely identify when pupils have not secured new learning so that the right support is provided for pupils who might be at risk of falling behind.'* ➢ **SMV May 25:** *'In some subjects, the* ***school's adaptive teaching approaches are not firmly embedded.****'*	See section 2 in FDP 26-27 below – 'Curriculum & 'Developing Teaching' - for actions towards the Ofsted WFs – list here the improvement actions 'Sept-26 -July 27'. • *Curriculum design:* • *Adaptive Teaching Approaches:*
Nutley Ofsted Inspection- January 2026 ➢ **Curriculum Precision:** While the collaborative curriculum is strong, leaders are continuing to refine the specific knowledge and skills taught across all subjects. The goal is to ensure that clear end points are maintained and consistently assessed.	
GST Ofsted Inspection- April 2023 (before Pioneer partnership starting Sept 25) ➢ *The* ***sequencing of knowledge*** *is not yet complete. Pupils remember information, but it* ***is not always connected in a way that builds into a rich and deep body of knowledge****. Leaders need to continue with their* ***ambitious redesign to ensure that knowledge develops cumulatively*** *from Reception through to Year 6. Leaders need to ensure that staff have the knowledge and confidence required to implement the planned curriculum successfully.*	
Framfield Ofsted Inspection - December 2024 (before Pioneer partnership starting Sept 26) ➢ **Curriculum Design & Sequencing:** Ensure subject curriculums are logically sequenced so that children build on their prior learning without missing steps. **Consistency in Teaching:** Provide regular professional development to ensure all teachers are equipped to deliver the curriculum effectively and spot learning gaps quickly.	
Stonegate Ofsted Inspection- March 2023 (before Pioneer partnership starting Sept 26) ➢ **Refine Knowledge Identification**: Precisely outline the exact concepts, facts, and vocabulary pupils must acquire in foundational curriculum subjects where this is not yet clear. **Improve Curriculum Sequencing**: Order learning expectations logical step-by-step so that new lessons intentionally build upon what children have previously learned.	

Pioneer July 2026 Outcomes

The Pioneer Federation of Schools

'July 2026'

Headline Outcomes

See '**SDPs 2026-2027'** for action plans to address any **gaps** in outcomes.
Aligned with NA/LA in **black**. Above NA in **blue.**

Aspect	National	ESCC	Pioneer Average	Chiddingly	Park Mead	St Mary	Stonegate	Framfield	East Hoathly	Groombridge	Nutley
OFSTED Judgement				Good- October 2024	Good- December 2024	Good- June 2025	March 2023- Good	December 2025- RI	Good- June 2024	Good- April 2023	**January 2026** 2 Strong, 6 Expected standard, 2 Needs attention **March 2026**- LA AP all Expected standard+
SEF 26/27 Judgement				Strong/exemplary	Strong/expected standard	Strong/expected standard	Strong/expected standard	Strong/expected standard	Strong/expected standard	Strong/expected standard	Strong/expected standard
Early Years Foundation Stage	**National**	**ESCC**	**Pioneer Average**	**Chiddingly**	**Park Mead**	**St Mary's** (6 pupils- 4 SEND)	**Stonegate**	**Framfield**	**East Hoathly**	**Groombridge**	**Nutley**
% exp. + Literacy	68%	72%	75%	**92%**	67%	17%	**80%**	**83%**	**85%**	74%	**100%**
% exp. + Maths	76%	80%	**81%**	**85%**	67%	34%	**100%**	**100%**	**85%**	**87%**	**92%**
% exp. + Good Level of Development (GLD)	64%	70%	**72%**	**85%**	67%	17%	**80%**	**83%**	**85%**	67%	**92%**
Phonics	**National**	**ESCC**	**Pioneer Average**	**Chiddingly**	**Park Mead**	**St Mary's**	**Stonegate**	**Framfield**	**East Hoathly**	**Groombridge**	**Nutley**
Year 1 % working at req. standard (WA)	76%	76%	**82%**	**86%**	**78%**	**91%**	**93%**	66% *(2 new low attaining additions mid yr)*	70%	75%	**100%**
Year 2 % working at	89%	86%	**96%**	**100%**	**100%**	**90%**	**93%**	**100%**	**90%**	**92%**	**100%**

Key Stage 2 (Year 6)		National	ESCC	Pioneer Average	Chiddingly	Park Mead	St Mary's	Stonegate	Framfield	East Hoathly	Groombridge	Nutley
Reading Test	% exp. std	75 %	71%	**79%**	**87% *93%**	**82%**	77%	79%	**80%**	57%	70%	**81% *90%**
	% Greater D	31 %	33%	**36%**	**33%**	**45%**	**30%**	**36%**	20%	21%	**61%**	**45%**
Writing TA	% exp. std	73 %	69%	**79%**	**87%**	**73%**	**86%**	**79%**	**87%**	71%	65%	**81%**
	% Greater D	13 %	13%	**21%**	**20%**	**18%**	14%	**35%**	**27%**	**21%**	13%	**18%**
Maths Test	% exp. std	75 %	67%	**73%**	**67% *73%**	**82%**	**92%**	79%	67%	50%	61%	**81%**
	% Greater D	26 %	17.6%	**23%**	13%	**45%**	**30%**	21%	20%	7%	26%	**27%**
RW&M Combined	% exp. std	63%	56%	**66%**	**67% *73%**	**73%**	**77%**	64%	67%	50%	52%	**63% *72%**
	% Greater D	9.4 %	7%	**11%**	0%	**18%**	7%	**21%**	13%	7%	7%	**18%**

Federation Development Plan (FDP)

= Identified Group =Person Responsible = Person Monitoring = Person Evaluating

Ofsted Aspect	Areas for Development		Success Criteria & Practice Indicators	Activities/actions required to fulfil Areas of Development (£ & Business Plan Ref) (What milestone activities/actions should happen to achieve the 'key actions'?)	Activities to monitor & evaluate implementation of key actions & when
1: Leadership and Governance	**1.1:** **Update Pioneer Federation Vision & Values:** to reflect the federation's rapid expansion & collaborative spirit. **PF Values 26/27-** *'Excellence – Inclusion – Collaboration- Integrity'* https://pioneerfederation.co.uk/pioneer-federation-vision-and-values/	JP PF Stakeholders	**Consultation Agreement:** A new Pioneer Federation Vision & Values corporate agreement is fully established, widely understood, and shared across all stakeholder groups. **Impact Measurement:** Stakeholder V/V alignment and understanding monitored and verified via questionnaires distributed in Term 2, Term 4, and Term 6.	• **July 26-** Draft PF V/V via JP *(AB- theological rooted aspects)* • **Sept 26-** Consultation with SLT, FGB, LA and Diocese (LH) • **Oct 26-** Consultation with PF staff • **Nov-** 26- Consultation with parents and pupils -T2 questionnaire • **Dec 26-** Final V/V agreed and visual rep on websites and schools • **Jan 27-** Launch new PF V/V at each sch – JP & Heads • **March 27-** Stakeholder aligned evaluation- T4 Questionnaire • **April 27-** V/V woven into PF Policies and Curriculum Intent docs • **July 27-** Final T6 questionnaire- review impact and clarity PF V/V	: COGs and Cluster Chairs : SEO & AP, Ofsted & SIAMS
	1.2: **Implement New 9 PF school FGB & Pioneer 3 Cluster Leadership/ Governance Structure,** ensuring that all schools are represented and that their strengths/developments are supported and challenged by Pioneer governance. PF FGB - *Evaluate Danehill Partnership termly.* PF Leadership Structure 26-27.docx Pioneer Governance- Visual Representaion.	JP PF SLT and FGB	**Ensure all schools are equitably represented, with their specific strengths and development areas supported and challenged by Pioneer leadership and governance.** **Governance & Leadership Oversight:** The new governance and leadership structures effectively support, challenge, and hold school leaders to account across all schools within the federation. **School Identity & Representation:** Cluster Governors ensure each school's unique identity, needs, and ongoing development are actively represented and heard within Full Governing Body (FGB) meetings. **Governor/Leadership Wellbeing & Workload:** Governor workload and mental health & wellbeing (MHWB) is strong, supported by clear Pioneer systems, roles, and responsibilities. **School Performance & External Validation:** Each school continues to thrive under the new governance structure, with quality validated by external monitoring bodies (SEO, SIP, SIAMS, and Ofsted).	• **Termly:** Termly PF Strategic Committee review of the DH Partnership, with recommendations reported back to the Full Governing Body (FGB). • **July 2026:** Shadow Body, Leadership (Cluster Leaders), FGB, and Cluster structures established. • **September 2026:** IOG established for FGB, Cluster Committees, Finance Committee, and Ethos Groups. Monitoring roles agreed. Deputy CoGs agreed. Cluster Lead and SLT Job Descriptions (JDs) shared with Cluster Committee Chairs. • **28th September 2026:** DH Strategic Meeting – recommendations to PF FGB regarding future partnership intent post Jan 27. • **October 2026:** Governors introduced to Pioneer stakeholders via the PF Newsletter. Termly governor entry/input established via Cluster Chairs/ COG. • **13th October 2026:** FN Curriculum Streamlining Review (SLT & FGB) • **October 2026 – May 2027:** Governor monitoring schedule implemented. • **May 2027:** Reconstitute / decision on DH joining Pioneer. • **July 2027:** New FGB reflections and reviews, plus End-of-Year FGB review via the Local Authority (LA).	: SEO & AP : Ofsted & SIAMS
	1.3: **Strengthen Pioneer Federation Communications/Reputation:** Promote the Pioneer Federation brand and strategy across all stakeholder groups. *Collaboration, Enrichment and excellent highlighted.*	JP PF Stakeholders	**The Pioneer Federated approach across all 9 schools is clearly recognised, understood, and championed as a core strategic strength by all stakeholders.** **Multi-channel promotion—**including ***termly Pioneer Federation newsletters*** (documenting successes and key initiatives of all 9 PF schools) and social media—	• **July 2026:** Pioneer Newsletter template and format agreed, including links to individual school information. • **September 2026:** Pioneer Federation "News/Updates" tab created and activated on the website. *"Proud to be a Pioneer School"* signage featuring the PF logo installed at all federation school entrances. **(£ & Business Plan Ref)** • **October 2026:** Issue 1 (Term 1) Pioneer Newsletter developed and distributed—celebrating school achievements, federated development areas (e.g., performing arts, sports competitions, award badges), Net Zero initiatives, community events, and pupil impact. ***Enrichment opps highlighted- i.e. Pioneer Performing Arts Initiative 262-7 (BD)*** • **November 2026:** Stakeholder feedback gathered on Issue 1 and adaptations integrated into future editions. Pioneer Federation social media channels launched (Facebook, Instagram, and YouTube).	: COGs and Cluster Chairs : SEO & AP, Ofsted & SIAMS

			effectively communicates federated strengths, priorities, and impact to **positively influence NOR.** **Stakeholder understanding and alignment are formally evaluated** through questionnaires across Terms 2, 4, and 6.	• **December 2026 – April 2027:** Termly PF Newsletter published. • **July 2027:** End-of-Year PF summary newsletter and formal annual report/letter issued by the Chair of Governors (CoG) and Cluster Chairs.	
	1.4: **Roll Out 1st year of Pioneer 9-Year Strategic Plan:** Strategic Plan focused on 'Enrichment' & *"Developing Excellence for All"*, maintaining the highest standards in Quality of Education (Q/E) and enrichment opportunities. 9 Year Pioneer Development Plan.do	JP PF Stakeholders	**26-27 Action from 9 Yr Plan** ***Federation Structure & Enrichment/Promotion*** • **School & Cluster Configuration:** 8 federated schools and 1 partnership school. • **Pioneer Federation (PF) Excellence Focus:** Prioritise federation-wide enrichment in **Music/Performance**, **Drama**, **Forest School**, and **Inclusion**. • **Lead Enrichment Roles:** Identify and reward lead staff for each enrichment area (BD). • **Communication & Promotion:** Advertise enrichment opportunities across PF websites, leaflets, and promotional materials. ***Strategic Leadership & Personnel*** • **Governance Appointments:** Appoint key roles, including Deputy Chairs of Governors (CoGs).- **Oct 26** • JP & 1 x CL apply to be ***Pioneer Ofsted Inspectors.*** Alice Briley applies for be ***Pioneer SIAMS Inspector.*** • **Deputy Executive Headteacher (ExHT): Jan 27** ○ Appoint 1 Cluster Lead (CL) as Deputy ExHT for 2 days/week ***(Refer to Business Plan & Budget).*** Head of School (HOS) to cover leadership at their base school. • **Specialist SLT CL Roles Across PF:** ○ **BD:** Arts & English, & Curriculum Pedagogy- LOs **KV:** Behaviour & Curriculum Design **AB:** RE, Church Schools & SIAMS, Teacher Performance Support • **Cluster Leadership:** Establish 3 Cluster Lead Headteachers supporting Cluster schools 1 day/week across the 3 clusters (**Weald**, **Ashdown**, and **Downs**). JDs- Sept 26. • **Executive Coaching:** Roll out professional coaching across all PF leadership (qualifications for JP & CLs as professional coaches). • **Finance Team Integration:** Embed the new PF Finance Team, led by the Strategic Business Manager (FW) alongside Bursars/Finance Assistants (focusing on premises, systems, staff communication clarity, finance CPD, and line management). ***SEND & Inclusion Support*** *(see FDP section 5):* Establish a **Lead SENCo** acting as SENCo for 4–5 schools, with 1 dedicated day per week to support SENCos (x3) across the rest of the federation. ***Curriculum*** *(See FDP section 2)* • **Curriculum Streamlining:** Implement recommendations from the Frances Nation Evaluation Report & 2nd review Oct 26. • **Medium-Term Planning (MTP):** Embed streamlined versions and tweak MTPs for group and year-group adaptations. **Governance Model & Meetings** (See FDP 1.2) ○ **Board Composition:** 20 Governors total (6 per Cluster across 3 Clusters of 3 schools). ○ **Meeting Cadence: FGB:** 3 meetings annually. **Cluster Committees:** 3 Cluster Committees across the federation. **Strategic Committee:** Termly meetings. **Evaluation:** Annual Governance Self-Assessment. **Subject Leadership Structure** (See FDP 2.2) • **Cluster Subject Leaders (SLs):** Appoint Subject Leaders within each cluster with action plans covering individual school, cluster, and PF-wide targets. • **Quality of Education (QoE):** Cluster Subject Leaders oversee the Quality of Education for their subject across the 3 schools in their cluster. • **Cross-Federation Collaboration:** Cluster Subject Leaders meet 3 times annually across the PF to align policy and curriculum intent.	: SEO & AP : Ofsted & SIAMS

2: Curriculum, Teaching & Achievement	**2.1:** ***Implement* & embed the new streamlined Pioneer curriculum across all federation schools,** ensuring clear accountability for SLT and teachers regarding curriculum delivery, while allowing for appropriate adaptations at both the classroom and individual school levels. (Pioneer Curriculum) *Some PF Sch KS2 Maths as focus SDPs 26/27 – see chart p.4. Increasing PF KS2 GDS focus 26/27.*	JP & SLT PF Stakeholders	PF staff & Governors understand the PF curriculum **intent** (skills progression, coverage and end points) & consistently implementing new PF curriculum (**implementation & impact)**- accountable for delivery and adaptations for their classes. **External curriculum reviews (Oct 26)** by **'Frances Nation'** (frances.nation@talktalk.net) shows that the new streamlined Pioneer curriculum is fit for purpose and judged as well created and sequenced. FN Review Report **Staff will feedback** (questionnaires T2, T4, T6) that they have curriculum intent clarity and that this enables their planning and assessment to coordinate effectively and for them to analyse next steps in learning more effectively from **defined end points.** Ultimately, leading to a **stronger Quality of Education and pupil outcomes**. Outcome datawalls 26-27 & **External monitoring will validate -** SEO, SIP, SIAMS & Ofsted.	• **July 2026:** Curriculum streamlining completed and re-represented on all Pioneer Federation (PF) websites. • **September 2, 2026: INSET Day** — Launch of the new streamlined curriculum for teachers. Compile a list of any further action suggestions and tweaks. • **October 13, 2026:** Frances National Curriculum Review — LA and PF Gov Report. • **November 2026 – January 2027:** Pioneer adaptive curriculum approaches embedded in schools by all Headteachers across PF schools (delivered *via Staff Meetings [SMs], briefings, triangulation feedback, Assessment Points. Subject Leaders' MTPs) to detail suggested adaptations for specific cohorts.* • **January 2027 INSET Day:** AI CPD for all PF staff — led by Mr. Lee P. • **January – March 2027:** Learning Objectives (LOs) and Subject Book expectations development — *refer to FDP Sections 2.2 & 2.4.* • **Ongoing Priorities & Actions (2026–2027): Support Staff CPD-** Focused on adaptive curriculum implementation and new Ofsted expected standards for support staff in Teaching & Learning (T&L). SENCO lead liaison with subject leads to generate one page adaption prompts. • **EYFS further streamlining and development of the EYFS 2-year cycle** — *refer to FDP Section 6.*	: GW AP 2nd Sept INSET Report & Frances Nation curriculum streamlining review- see Oct 26 GW LA & LD - D External monitoring SEO, SIP, SIAMS & Ofsted reports
	2.2: **Establish the new 3-Cluster Subject Leadership (SL) Model** to ensure all teachers are supported and held accountable for subject-specific Quality of Education at both cluster and federation levels. Subject Leadership 26-27.docx	JP & SLT Subject Leaders	**Clear Expectations & Accountability:** Subject leaders have full clarity regarding expectations for their roles, including how to effectively hold teachers accountable within their respective subjects. **Systematic Monitoring:** monitoring and feedback SL events are systematically timetabled into the PF monitoring calendar/cycle/SMs to enable subject leaders to fully fulfil their roles. **External Validation:** External monitoring reports (from LA AP, SEO, Ofsted, and SIAMS) highlight that PF subject systems are "strong"—successfully supporting staff and maintaining robust accountability for Quality of Education (QoE) across all subject areas *(see external reports for details).*	• **July 2026- Subject Leader Policy updated:** SL roles for 2026–2027 defined for Cluster and for Leaders across the Pioneer Federation (PF). • **2nd September:** SL 2026–2027 roles shared at the INSET day. SL Policy read and signed off by all teachers. • **16th September / October 2026-** New Subject Leader teams to review subject policies and add them to the Google Drive curriculum folder: Curriculum Subject Policies • **Sept 26- April 27-** learning walks by SLs built into once a year per cluster per subject – pm • **6th & 13th January:** Federation-wide book audits conducted via SL teams. • **March 2027 -** SL and SLT to define individualised subject book expectations and append them to the Book and Marking Policy. • **21st April:** SL teams to review planning and provide feedback to Phase Leads for cohort planning. • **9th & 16th June:** Follow-up book audits across the Cluster led by SLs. • **July 2027-** SL 2027–2028 roles defined; SL Policy expectations updated and shared.	: SEO & AP, Gov Cluster monitoring : Ofsted & SIAMS
	2.3: **Embed bespoke Pioneer Arbor Assessment systems across all schools,** enabling teachers to effectively use federation-wide assessment data to evaluate and improve pupil outcomes. This includes introducing NFER scale score tracking across KS2, to support calibration of Pioneer teacher assessment judgements. PF Assessment Policy - 26-27.docx	JP PF SLT & Teachers	**PF Heads** holds ultimate accountability for setting Arbor targets. **Teachers** are accountable for data drops and pupil outcomes, reinforced through regular PPMs with the SLT. **Subject Leaders** effectively utilise Arbor data to hold teachers accountable for outcomes across their specific subject areas. **Teachers demonstrate** a strong grasp of pupil attainment and progress using the new Arbor assessment systems *(evaluated via staff questionnaires in Terms 2, 4, and 6).* Comprehensive Arbor data analysis across all subjects empowers both teachers and Subject Leaders to perform precise gap analyses. Outcome tracking is actively maintained through updated 2026–2027 trackers and data walls.	• **July 2026- Assessment Policy Updated:** Revised to reflect Arbor and NFER assessment systems. NFER testing materials purchased. • **September / October 2026-** Headteacher target setting completed for all subjects. • **16th September 2026- Staff Meeting (JP):** Arbor Assessment and updated Assessment Policy roll-out. • **21st October 2026- Staff Meeting:** Term 1 formative data drop. • **9th December 2026- Staff Meeting:** Term 2 Reading, Writing, and Maths (R/W/M) data drop (Term 2 trackers and data walls updated). KS2 NFER Term 2 assessments. • **10th February 2027- Staff Meeting:** Foundation subject data drop; Foundation Term 3 data walls developed. • **17th March 2027- Staff Meeting:** Term 4 R/W/M data drop (Term 4 trackers and data walls updated). KS2 Term 4 NFER assessments. • **23rd June 2027-** Summative data drop for all subjects. Term 6 data walls developed and presented to the Full Governing Body (FGB) and Local Authority (LA).	: Data/ outcomes/ assessment based Governors – termly review report : Outcome datawalls 26-27 & **External monitoring will validate -** SEO, SIP, SIAMS & Ofsted.

	2.4: **Standardise Pioneer Lesson Learning Objective (LOs) Expectations:** Ensure consistency of expectations across Pioneer schools for smart measurable lesson LOs, standardising associated terminology and linked pupil book-marking procedures.	BD, KV & AB PF Teachers	Pioneer LOs training 26-27.docx **Staff Training & SMART Objectives:** Staff training ensures teachers understand how to write SMART learning objectives, ensuring they are embedded across all subject MTPs by July 2027. **MTP & Lesson Delivery Updates:** Teachers will actively update Medium-Term Plans (MTPs) and lesson learning objectives throughout the 2026–2027 academic year. **Curriculum Cycle Preparation:** Staff will utilise the **15th January INSET day** to update MTPs for the upcoming 2027–2028 curriculum cycle.	• **30th September 2026- Staff Training:** BD leads staff training on SMART Learning Objectives (LOs), reinforcing expectations and core terminology. • **October 2026- Policy Update:** Book and Marking Policy adapted to reflect the updated SMART LO expectations. • **15th January 2027- INSET Afternoon:** Session led by BD focusing on LO delivery. Phase Leads (PLs) share strong examples of LOs across phases to support updating MTPs for the upcoming 2027–2028 curriculum cycle by teachers during INSET pm. • **March – April 2027: Monitoring Window:** PF LO delivery monitoring by SLT, LA AP and SEO). • **July 2027: Final Review:** Both curriculum cycles (A and B) feature fully updated SMART LOs across all MTPs.	:JP and Govs : AP & Ofsted
	2.5: **Introduce CUSP Reading at Pioneer Key Stage 2:** CUSP Reading across Pioneer schools to build a more systematic and progressive approach to group reading at KS2, with clear reading skills progression.	BD PF SLT & Teachers	**Staff Training & Implementation:** PF teachers are fully trained to implement CUSP Reading systems consistently across all KS2 classrooms. **Timetabled Delivery & Tracking:** Weekly group reading sessions are systematically timetabled, with progressive reading skills continuously assessed and tracked. **Feedback & Pupil Outcomes:** Teacher feedback that CUSP provides clarity and systemic PF approaches to reading delivery/teaching. KS2 reading aspiring outcomes successfully meet all target benchmarks for both Expected Standard (EXS and GDS *(see Reading trackers and data walls for details).*	· **July 2026** – CUSP Reading resources purchased and organised into storage boxes for weekly carousel distribution across the 3 PF clusters. · **2nd Sept INSET** – BD delivers afternoon training for all PF teachers on CUSP Reading. · **Sept 2026 – Dec 2026** – Teachers and SLT observe CUSP Reading at GST; BD models sessions where requested. · **Oct 2026** – PF websites updated to reflect the new Reading system. · **Nov 2026** – PF Reading policies adapted for the CUSP Reading system. · **Jan 2027** – CUSP Reading monitoring across PF schools conducted by BD and SLT. · **March 2027** – Purchasing plan for 2027–2028 extended to reduce the need for carouselling books across clusters ***(refer to Business Plan & Budget).*** · **April 2027** – Teacher questionnaire distributed and evaluated (Term 4/5) regarding the CUSP Reading initiative. · **July 2027** – Review CUSP Reading impact on pupil outcomes linked to targets set.	:JP and Re Govs : AP & Ofsted
3: Behaviour & Attendance	**Embed Updated Pioneer Behaviour and Restrictive Intervention Policies:** Legal & Procedural Expectations- Statutory guidance and procedures governing interventions, suspensions, and permanent exclusions. **Behaviour Data & Analysis-** Standardised behaviour recording systems that enable swift, transparent analysis of behaviour trends and needs across schools.	JP & CLs PF SLT & Teachers	**All staff receive appropriate training and fully understand:** **Updated ESCC therapeutic Approaches (ESTA)** **Legal & Procedural Expectations:** Interventions, suspensions, and permanent exclusions, utilising standardised record-keeping. **Restrictive Interventions:** Updated law CPD for staff and the implementation of procedures for Pioneer Federation (PF) schools. **Standardised Behaviour Recording Systems:** Ensuring recording processes are fit for purpose and provide complete clarity. **SLT decisions follow the agreed, legally validated Behaviour Policy for suspensions and exclusions**. Recording systems are fit for purpose and provide full clarity. Jan 27 staff questionnaire – clarity & cpd quality feedback.	· **July 2026** – **KV** liaise with LA legal team regarding ***Behaviour Policy*** statements on suspensions/exclusions. **Alice B** updates ***Restrictive Interventions policy*** guidance based on new legal advice. · **9th Sept 2026** – Heads lead teacher training across PF schools - staff meetings on the new Behaviour Policy, legal expectations for suspensions/exclusions, and record-keeping requirements. · **Oct 2026** – Behaviour recording systems standardised using Arbor or MyConcern/CPOMS; tracking and trend analysis for Headteacher reports are also standardized. · **Oct 2026** – LA Permanent Exclusion Governor Panel training; Cluster leads to attend. · **Nov 2026** – Heads lead support staff training across PF schools to mirror teacher CPD. · **Jan 2027** – Staff questionnaire distributed to evaluate clarity regarding both policies and procedures.	: SEO & AP, Gov Cluster monitoring : Ofsted & SIAMS
4: Personal Development and Well-Being	**4.1: Implement the *'myHappymind'* programme across all Pioneer Federation schools.** myHappymind Programme.docx **'myHappymind'** provides a whole-Federation, neuroscience-grounded approach provides children with lifelong skills to regulate emotions, build resilience, and strengthen self-esteem.	**HW** (PF MHWB lead) **Lucy Hill-** Service Manager – Mental Health and Emotional Wellbeing in Education PF SLT & Teachers	***LA offer** is being made to fully fund a one-year pilot of **myHappymind** exclusively for the Pioneer Federation.* *Grounded in neuroscience and positive psychology, this evidence-based digital programme provides whole-school support designed to foster **pupil resilience, emotional regulation, and readiness to learn**, while also boosting staff confidence in delivering mental health education and early intervention strategies.* *Termly review of impact – SLT and Governor reports.*	• **July 2026:** SLT LA professional coaching funded via LA (6 sessions 25-26). JP to liaise with FGB about PF-funded coaching for 2026–27 ***(refer to Business Plan & Budget)*** 'myHappymind' PF confirmation for 8 PF schools, including DH as part of the MHWB initiative. • **September 2026:** 14th Sept SLT CPD (3:00 PM). Action plan on how 'myHappymind' will be developed at both school and federation levels. • **October 2026:** SLT to consider how 'myHappymind' will align alongside other PF wellbeing initiatives (Thrive, Drawing and Talking, etc.). • **January 2027:** Mid-year review of 'myHappymind' impact using questionnaires and pupil engagement data (evaluating pupil resilience, emotional regulation, and readiness to learn). • **March 2027:** SLT/Governors decision on Year 2 funding for 'myHappymind'.	:JP and Govs : AP & Ofsted

	4.2: **Establish Pioneer Performing Arts (PA) Specialism** by identifying talent within individual schools and centralising a federated PA strategy 26-27. The **target** is to gain regional recognition for Pioneer as a specialist performing arts federation. Performing Arts.docx	BD PF Stakeholders	**Beth Derham (Ashdown Cluster Lead)** will lead this Performing Arts (PA) initiative across the Federation for 2026–27. Pioneer aims to begin re-establishing itself through the enrichment opportunities available from being part of a federation of schools. The initiative will culminate in a Federation Choir performance at a 400+ seat hall, where all school communities will be invited to celebrate the talents across Pioneer. **PA PF Support Team: Gail Brundle (GB):** highly experienced secondary performance and dance teacher *(gailbrundle68@gmail.com)* Nathan Cline (NC): **Choir Master** **Cluster PA Leads:** Becca Bastin (Ashdown Cluster), Nathan Cline (Downs Cluster), Kathryn Tucker (Weald Cluster) **Evaluation:** Local and regional press coverage, Governor evaluation, and the impact on NOR 27-28 and interest from new parents in Federation-based schools.	• **July 2026:** BD identified as Curriculum Leader (CL) for Performing Arts (PA) across PF for 2026–27. Liaise with GB regarding external support/coaching for pupils in PA. Identify PA focus area—school/Federation choirs. • **September 2026:** Identify PA lead in each cluster (BB, NC ,KT). BD- separate milestones action plan for PA 26-27. BD and CLs agree on songs and format for the performance. Liaison with Inclusion Lead regarding ensuring full participation by all groups with the federation eg SEND and other vulnerable groups • **October 2026 – March 2027:** Termly cluster and Federation-wide choir link-ups. GB and NC supporting. • **March 2027 – April 2027:** Ticket sales and logistics agreed. Press & LA and Diocese reps invited. • **May/June 2027:** Final production rehearsals- clusters and whole group. • **June 2027-** PF PA focus for 27-28 identified • **July 2027:** PF PA production at 400-seater venue (Michael Hall Setting & Facilities). Filmed and available via PF website.	🔍 :JP and Govs 👓: AP & Ofsted
	4.3: **Complete the DfE Enrichment Framework** across all Pioneer schools to systematically design, deliver, and document and publicise a high-quality enrichment offer for all Pioneer pupils.	JP & CLs PF SLT & Teachers	DfE Enrichment Framework, published on **June 15, 2026**, is a non-statutory national guidance package designed to help schools and colleges in England plan, deliver, and evaluate high-quality enrichment activities. Aimed at bridging the "participation gap" for disadvantaged youth by 2035, it shifts educational focus from merely listing what activities a school provides to auditing **who participates and what impact the activities deliver**. Starting **September 2026**, Ofsted inspectors evaluate how institutions have had regard to this framework under the Personal Development and Wellbeing inspection criteria. 26-27 PF Ofsted reports.	• **July 2026:** Enrichment opportunities documented in the FDP (PA, 'myHappymind', 'Let's Go Zero'—streamlined PF curriculum) and school-based SDP/SEFs. • **September 2026:** DfE Enrichment Framework—PF templates for Federation and individual school levels developed. • **October 2026:** PF Heads complete the Enrichment Framework for each of their schools, and the Federation-wide framework work summarizes the federated approach. • **October 2026 – March 2027:** Termly evaluation of enrichment impact documented in PF newsletters and websites. • **January 2027+:** Evaluation from PF Officers / Inset days (x4) on PF review of enrichment initiatives across our schools. • **July 2027:** Summative report on enrichment initiative 2026–27 impact on pupil engagement and PF NOR.	🔍 Govs 👓: AP, SEO & Ofsted
	4.4: **Sustainability & Climate Action:** Implement sustainability initiatives—including **'Let's Go Zero'**—across all federation schools. School and federation Climate Change Action	JP & CLs PF SLT & Teachers	**Lets Go Zero Workshop July 2025** · action plan FDP.docx Climate change **2026–27 plans will explicitly document:** *how PF schs measure carbon footprints, set reduction targets, embed sustainability into the curriculum, and adapt to climate change while empowering pupils.* **Evaluation:** Pupil voice to measure understanding of initiatives and the impact on lifelong sustainability learning.	• **July 2026:** PF signs up for *'Let's Go Zero' initiative*. • **September 2026:** Sustainability action plan for the Federation developed, then localised for each school. ***Jess Watkins*** (PF *Sustainability Lead / Governor*) working with PF Cluster Leads to define impact targets per cluster. • **PF Sustainability & Climate Action website folder** set- summary blurb and linked APs • **October 2026:** PF school sustainability pupil groups developed at each PF school. • **November 2026 – May 2027:** Action plan implemented and impact evaluated termly; feedback provided via Jess Watkins to Clusters and FGB. • **June 2027:** Summative sustainability impact report and AP evaluated. • **July 2027:** 2027–28 sustainability focus identified, and Action Plan written and approved at FGB.	🔍 Jess Watkins-Sustainability Govs 👓: AP, SEO & Ofsted

	4.5: **Healthier School Lunches Trial (Relish):** monitor and evaluate the **Healthier School Lunches** initiative (in partnership with *Relish*) at Stonegate Primary School. Relish & Stonegate - Your New School Cate	LH/PS STG Stakeholders 27-28 PF Stakeholders	Catering letter to parents 2026.pdf **Evaluate its impact at STG on pupil wellbeing, parent lunch uptake and feedback** - to inform a potential roll-out as a federation-wide practice starting in September 2027.	• **July 2026:** Relish agreed to take over the STG catering contract from Sept 2026. • **September 2026:** Relish menus agreed and finalised. • **October 2026:** Evaluate STG lunch take-up alongside parent and pupil feedback on quality and nutrition. • **January 2027:** FGB vote on Relish as the PF provider across 9 schools. • **March 2027:** Jess Watkins (PF Wellbeing Lead - Governor) working with PF Cluster Leads to define impact targets 27-28 per PF cluster. • **April 2027:** Relish contract for PF schools agreed; Chartwells contract finishes. • **May 2027 – July 2027:** Relish Infrastructure and catering staff agreed for Sept 2027 for all PF schools.	Jess Watkins-Sustainability Govs : PF SLT
5: Inclusion	**5.1:** **Establish the new Pioneer SEND & Inclusion Team,** led by a *Pioneer Inclusion Lead* alongside 3 X SENCOs *and 3 HT sharing SENCO responsibilities for day-to-day delivery*	JP & Sian L Cluster Leads SENCOs	**PF Inclusion Strategy:** The PF Inclusion structure will deliver a cohesive, centralised SEND strategy across the Federation through enhanced SENCo training and practical support. **Key Actions:** Updating Federation SEND policies. Defining and embedding a clear Pioneer Inclusion Vision Statement that details expectations for each school. Considering validity of other support roles using current skilled staff e.g. SENCO assistant and development of a SEND data wall. **Outcomes:** PF SEND Strategy and Procedures will be consistent and systematic across all PF schools. PF SENCos will feel supported, and SEND staff will achieve a better work-life balance. Staff SEND questionnaire T4 and T6	• **July 2026:** SEND/SENCo meeting dates established and standing items set. • **September 2026:** PF Inclusion Lead JD finalised; Cluster Lead Governors informed of SEND systems across the Federation. Inclusion lead meeting with Lisa Aubin (ES) to discuss format of SEND data wall • **October 2026:** PF Inclusion Lead JD used for performance management of SENCos alongside Heads—defining targets, CPD, and support. • **Oct 26- December 2026:** PF Inclusion Lead supports PF SENCo for Inclusion strategies completion & published on websites —school and Federation levels. SEND data wall shared with governors • **January 2027:** Evaluate how SENCo termly meetings and SEND strategy have been implemented. Review SEND data wall and adapt as necessary. • **February 2027:** Inclusion folder on website established—links to key PF SEND documentation. • **March 2027 – May 2027:** PF Inclusion Lead and PF ExHt: next steps for PF Inclusion Strategy 2027–2029 (2-year plan • **June – July 2027:** Any additional SEND personnel appointments made for 2027–28	: JP & Cluster SEND Govs : AP, SEO & Ofsted
	5.2: **Federation & Individual 'DfE Inclusion Strategies':** Complete comprehensive DfE Inclusion Strategy documents for each school and the Pioneer Federation by **31st December 2026**. SEND and Inclusion strands in SDPs.docx	Sian L & Cluster Leads & SENCos PF SEND Stakeholders	DfE Inclusion documentation on school websites detailing how funding is allocated to remove barriers to learning and support SEND. Develop one page adaption prompts for each curriculum area (environment, resources, language and assessment) **All DfE requirements are fulfil and** external monitoring feedback/judge that PF schs Inclusion strategies, intent and provision are **'strong/exemplary'** and have clarity. AP, SEO and Ofsted reports 26-27 **Ofsted 'strong' Inclusion criteria**: *Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND & rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skilfully adjusted. Well analysed, quantitative and qualitative data underpins leaders' decisions.*	• **July 2026:** PF School SDP details Inclusion Strategy action plan. • **September 2026:** Inclusion Lead and SENCo lead with SLT on Action Plan for Inclusion Strategy. SENCO and HT/HOS audit and RAG UAP for each school to feed into the individual Inclusion strategy document. Individual school strategy and action planned developed using Whole Education project support. • **October 2026:** Individual school strategy and action planned developed using Whole Education project support. Governors monitor progress and feedback on Action Plans. • **December 2026:** Inclusion strategies completed and published on websites—school and Federation levels. • **January 2027 onwards:** Implement and termly evaluate all aspects of school inclusion strategies and Whole Education SEND initiatives. SENCO lead liaison with subject leads to generate one page adaption prompts. • **External reporting:** Evaluated PF Inclusion Strategies—SEND link Governors Action Plan, SEO, and Ofsted.	: JP & Cluster SEND Govs : AP, SEO & Ofsted

	5.3: **Whole Education SEND Initiative:** Participate in the **Whole Education SEND Initiative** (*Ashdown Alliance*) to support strategic planning for SEND in each school and a framework to share best practice, collaborate across schools, and elevate inclusive teaching strategies federation-wide. Whole SEND project.docx Crowborough Alliance and Whole Ec Whole Education.docx	Alliance leader, executive-Headtaechers of Ashdown Primary, **Dawn Gibbs** Sian L & Cluster Leads & SENCos	**Whole Education SEND Initiative** will provide: ***18-month partnership*** between 'Pioneer schools' and 'Whole Education' - • ***A ready-made and tested process and 'toolkit'*** *to evaluate and action plan for effective strategic leadership of SEND and inclusion* • ***A programme focused on building confidence*** *and capabilities of leaders to ensure all children have high quality provision* • ***Membership*** *of a national network of leaders in SEND* • ***An extensive catalogue*** *of resources linked directly to the outcomes of your self-evaluation* • ***Training*** *from leading national SEND experts for SENCOs and leaders at all levels - online, face-to-face and recorded* • ***Aligned to the School Inspection Framework*** *through an explicit focus on intent, implementation and impact* • ***Explicit opportunities for school leaders****, with their SENCOs, to build strategic coherence across different domains of school leadership as they relate to SEND and inclusion* • ***Access to bespoke advice and support from leading national experts*** **Outcomes:** PF SEND Teams feel supported by this SEND and if provides more support and expertise liaison. External monitoring feedback/judge that PF schs Inclusion strategies, intent and provision are **'strong/exemplary'**. AP, SEO and Ofsted reports 26-27	• **Sept – Oct:** launch and self-evaluation and action planning, • **Oct – March**: facilitated group meetings x 2 external expert feedback and 1:1 on action plans • **April – July:** self-evaluation, facilitated meetings, impact and forward planning	🔍: JP & Cluster SEND Govs 👓: AP, SEO & Ofsted
	5.4: **Pioneer SEND Inclusion Base Concept:** Establish a steering group to research and define the concept for a potential **Pioneer SEND Inclusion Base**	JP Sian L & Cluster Leads & SENCos	**Pioneer SEND Inclusion Base Vision & Strategy:** The Steering Group will visit and evaluate strong existing models—such as Chailey School—to draw on proven best practice in East Sussex and create a vision for a Pioneer SEND Unit alongside an associated action plan. These documents will help support any future SEND Inclusion developed linked to the Pioneer Federation and the key areas of need within the federation eg Autism or SLCN or SEMH. **Evaluation & Outcomes:** The PF SEND Unit vision document will have taken on board SLT and SEND team ideas and thoughts. External reviews of the PF SEND Unit concept report that this is a thorough and well-thought-out plan.	• **July 2026:** DH SEND Inclusion base concept / intent exploration with LA and PF SLT. • **September 2026:** ***SEND Unit Steering Group developed***, with meeting dates/times and agenda established. Action plan defined for when Governor and LA involvement might occur. **PF SBM:** Pending financial information regarding staffing and resources and the focus of need. • **October 2026:** PF SEND Inclusion Base standing item in FGB and Cluster meetings. • **January 2027:** Liaise with LA and Diocese about potential of a sch based PF SEND Inclusion base, utilising Steering Group vision and Action Plans. • **March 2027:** Consideration of SEND Inclusion base in PF school or establishing a separate SEND PF school/Unit from Sept 2027.	🔍: JP & Cluster SEND Govs 👓: AP, SEO & Ofsted

6: Early Years	6.0: **Pioneer EYFS Curriculum Steering Group 26-27:** Establish a dedicated **EYFS Curriculum Steering Group** to drive curriculum development independently from termly EYFS Cohort meetings. Focus areas: 2 yr EYFS cycle & EYFS oracy	LH & Katy T *(PF EYFS Phase Leads)* PF EYFS Teams	**EYFS Steering Group Priorities (2026–27):** Following the 2025–26 streamlining process, key priorities for the EYFS Steering Group will include: **2-Year Cycle Review:** Evaluate the necessity of a 2-year EYFS curriculum cycle by comparing the current Pioneer Federation (PF) curriculum with Stonegate's existing 2-year model, exploring opportunities to align and combine them effectively. **Oracy & Vocabulary Focus:** Review current curriculum intent to maintain *'a sharp focus on oracy, ensuring children acquire rich vocabulary and develop strong communication skills early on'.* **Curriculum Evaluation & Action Plan:** Clear actions developed for EYFS curriculum evaluation across Pioneer. In 2026–27, action will be taken to establish an EYFS curriculum that considers the expertise of new EYFS leaders and curriculum intent from other strong EYFS provisions. • **External Reporting & Outcomes:** External reporting evaluates that Pioneer's EYFS curriculum intent is ***strong/exemplary***, and EYFS outcomes from baseline data show strong value added.	• **July 2026:** Lucy Hazeldine (LH) appointed as Joint EYFS Phase Lead to work alongside Katy Taylor in leading, managing, and advancing EYFS provision across all Pioneer Federation schools. • **September 2026:** EYFS Steering Group developed, with meeting dates/times and agendas established. Action plan defined for release time for EYFS leaders and when Governor and LA involvement might occur. • **October 2026:** 2-year EYFS curriculum development starts with the merging of STG and PF curriculum intent. Year 1 planned out (October 2026 – end of December 2026). • **November 2026:** LH provides Oracy CPD for PF EYFS teams. Review rising 5s and impact on physical buildings/environment (toileting) and alternative SEND approaches. • **January 2027 – March 2027:** Year 2 of curriculum merging. • **March 2027:** Evaluation of new draft 2-year PF EYFS curriculum via LA EYFS Specialists. - Rowena Dumbrell & Claire Green et al • **April 2027:** Adaptations based on LA leaders' feedback. • **May – July 2027:** Implement new EYFS curriculum within the PF EYFS teams for a September 2027 launch.	🔍: EYFS Govs & PF Cluster Leads 👓: JP, AP, SEO
7: Safeguarding	7.0: **Pioneer Exemplary Safeguarding Practice**- establish Pioneer Federation as a recognised Local Authority (LA) model for exemplary safeguarding systems and procedures.	JP PF DSLs	Under this strategy, the Federation Lead DSLs will provide **SLA** peer support and guidance to other LA schools and contribute to Local Authority training initiatives where needed. Collated Pioneer safeguarding documentation (October 2026) evaluated by LA safeguarding colleagues as 'exemplary' and worthy of sharing with others.	• **July 2026:** PF DSL support LA with online sharing of best practice. • **September 2026:** LA review of PF safeguarding under the lens of 'Exemplary' standards, and contact LA safeguarding team regarding Pioneer-based school-to-school support (Autumn Term: 4 x PF school LA safeguarding reviews). • **October 2026:** PF Cluster Lead DSL Team collates best practice documents and systems from within the Federation to present to LA colleagues. • **November 2026:** Agree potential **SLA** for Pioneer-based school support. ***(refer to Business Plan & Budget).*** • **January 2027 – March 2027:** Timetabled school-to-school support via PF SLT / DSLs.	🔍: PF Safeguarding Govs 👓: AP, SEO, LA S/F Team
8: Church Schools	8.0: **Pioneer Spiritual Curriculum Intent** **Map Spiritual Progression across PF Curriculum intent &** Establish a unified approach to **spiritual development across the federation**, led by Alice Briley (Cluster Lead Headteacher - Specialism Area).	Alice B PF SLT & Teachers	**Spiritual Progression Strategy:** In collaboration with the Diocese and SEOs, the Pioneer Federation will: • **Map Spiritual Progression:** Clearly define and map spiritual progression across the Federation curriculum. • **Intentional Reflection:** Build purposeful, structured opportunities for spiritual reflection directly into learning units across all key stages. **Outcomes & Evaluation:** PF staff can articulate how spiritual progression is mapped across all curriculum areas within the Pioneer curriculum intent. SEO and SIAMS evaluations highlight this aspect as a key strength of the Federation and worthy of sharing with others. Alice B considered by Diocese as potential a **SIAMS Pioneer inspector** from Sept 2027.	• **July 2026:** Alice Briley (AB), James Vine and SEO define Spiritual Progression map in draft. Spirituality 26-27.docx • **September – December 2026:** AB leads termly SLT meetings linked to Section 8 focus. • **January – February 2027:** Lynn Gorham (SEO) evaluates the final draft of PF spirituality progression. • **14th April 2027:** Lynn Gorham (SEO) leads PF staff meeting – 'Spirituality Across the Curriculum' utilising AB's cumulative PF documentation. • **May 2027:** Alice Briley – SIAMS Inspector application accepted by Diocese (Pioneer SIAMS Inspector from Sept 2027). See FDP section 1.4—utilising Section 8 FDP as accreditation of PF impact. • **June 2027:** New Spirituality progression mapping utilised by Phase Leads in Term 6 cohort planning when planning curriculum intent for 2027–28.	🔍: PF Ethos Committees Govs AND James Vine 👓: SEO & SIAMS